

**Red Oak Independent School District**  
**Red Oak Middle School**  
**2024-2025 Campus Improvement Plan**

*Accountability Rating: C*



# Mission Statement

**The Mission of Red Oak ISD:**

**4 Talons of the Hawk**

**Exhibits Academic Readiness: 1% Better Daily & Love Tough**

**Seeks Opportunities and Challenges of Learning: Growth, Resilience, Integrity, Tenacity  
(G.R.I.T.)**

**Demonstrates Fair, Respectful, and Well-Rounded Characteristics: Respect, Encourage,  
Appreciate, Communicate, Honor (R.E.A.C.H.)**

**Leaves a Legacy Through Service: "We Before Me"**

## Vision

**The Vision of Red Oak ISD:**

**"Realizing Our Individual Students' Dreams"**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Learning .....	7
School Processes & Programs .....	9
Perceptions .....	10
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
Goal 1: Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons. ....	14
Goal 2: Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning. ....	23
Goal 3: Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency. ....	29
Goal 4: Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities. ....	32
Goal 5: Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively. ....	34

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Red Oak Middle School serves the communities of Red Oak, Ovilla, Glenn Heights, Oak Leaf, and Pecan Hill in Ellis County. Red Oak Middle School educates approximately 1,540 students across grades 6-8.

Red Oak Middle School is comprised of the following ethnic distribution:

- African American 37.84%
- Hispanic 38.20%
- White 18.41%
- American Indian .042%
- Asian 0.91%
- Pacific Islander .24%
- 2 or more races 3.98%
- Economically Disadvantaged 65.48%
- Emergent Bilingual 16.29%
- English Learners 14.91%
- At-Risk 57.1%
- Mobility Rate 1.03%
- SPED 16.35%
- 504 10.56%
- Foster Care 1.51%
- Gifted/Talented 8.21%
- Homeless 1.03%
- Dyslexia 10.86%

### Special programs are growing in the areas of:

SPED (21/22-11.76% 23/24-16.35%)

Dyslexia(21/22- 9.01% 23/24-10.86%)

**Eco Dis(21/22 - 54.53% 23/24 - 65.48%)**

## Teacher FTE Percentage by Years of Experience for 2023 - 2024

Beginning Teachers: 15.7%

1 - 5 Years of Experience: 26.3%

6 - 10 Years of Experience: 19.8%

11 - 20 Years of Experience: 22.4%

Over 20 Years of Experience: 15.9%

## Demographics Strengths

ROMS received ROISD recognition for having one of the highest attendance rates in the district at 94.9%, a slight increase from the 94.5% in the 22/23 school year.

### Student Profile: Attendance

2021-2022 93.5%

2022-2023 94.5%

2023-2024 94.9%

Implementation of PBIS was effective in improving positive behaviors resulting in reduction of referrals written with consequences that require loss of instructional time for some ROMS sub-groups.

Sub-Group	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
White	40	45	26	24	30	19
African-American	146	173	137	111	140	127
Hispanic	89	123	80	74	76	60
Other	14	19	14	14	14	12

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 57.1% of ROMS students are At-Risk. **Root Cause:** Performance and attendance data beginning in elementary and identified throughout secondary years. Student and parent misunderstanding or lack of knowledge of the importance of testing and the effects of low performance.

**Problem Statement 2 (Prioritized):** African American students led ROMS in discipline consequences that resulted in ISS(649 of 1286), OSS(136 of 252), and DAEP placements(49 of 69) during the 2023-2024 school year. **Root Cause:** Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

# Student Learning

## Student Learning Summary

Red Oak Middle School is committed to providing a safe and supportive learning environment for each of our students. The use of data helps teachers collaborate in Professional Learning Communities (PLC) to design quality instruction based on the needs of individual students. Our goal is to know where students are performing and to provide the appropriate level of challenge to move them to their highest potential. ROMS provides a safe and respectful learning environment for our students and staff. Lessons based on best practices provide opportunities for ROMS students to be well-rounded and focus on leading a productive lifestyle.

Campus Assessment Preliminary STAAR Data:

2024 ROMS Domain I		% of tests	STAAR Performance	Score	Letter Grade
Number of tests at did not meets	1492	36.44	38	70	C
Number of tests at approaches or above	2602	63.56			
Number of tests at meets or above	1502	36.69			
Number of tests at masters or above	575	14.04			
Total tests administered	4094				

## Student Learning Strengths

- 6th Grade students showed substantial growth in Reading improving from a score of 65 letter grade D to a score of 80 letter grade B.
- 8th Grade students demonstrated growth in Reading increasing from a 79 letter grade C to an 80 letter grade B.
- Algebra 1 students maintained a score of 96.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR Scores show Red Oak Middle School students declined in Math at all grade levels. **Root Cause:** Ineffective attempts in identifying and closing student learning gaps.

**Problem Statement 2:** Red Oak Middle School 8th grade students STAAR scores declined in Science and Social Studies. **Root Cause:** PLC process for identifying needs and analyzing data unsuccessful.



# School Processes & Programs

## School Processes & Programs Summary

Red Oak Middle School uses multiple resources to help provide focus for curriculum, instruction, and assessment. Each week, grade level PLCs met and implemented Texas Instructional Leadership strategies including learning standards breakdown, data analysis, formative assessment, and creating learning objectives and exit tickets. Student progress is monitored through informal and formal assessments, along with focused tutorials and interventions. Rtl became a focus due to the lack of implementation at ROMS. All staff, professional and para-professional, have many opportunities throughout the school year and summer, to attend professional development sessions, on and off campus, to enhance the teaching and learning environment for our students, and addressing the needs of our campus as identified in the plan. All special courses and programs such as special education, dyslexia, LPAC, technology(1:1 student device ratio), fine arts, and electives promote and provide support for the standard of assessment utilized by our campus and district. Our EB students are also assessed formally each year by the Texas English Language Proficiency Assessment System (TELPAS). All assessment data, whether formal or informal, is disaggregated and analyzed to drive instructional needs.

The Leadership Team meets weekly to discuss school programs and processes. Instructional Coaches lead Learning Opportunities geared toward providing professional development for teachers and paras. Teachers are given monthly climate and culture surveys that are analyzed to foster continuous improvement.

## School Processes & Programs Strengths

- The district curriculum based assessments (CBA's) are created with teacher input.
- There is a process in place for teachers to review the assessments and give feedback as to what they feel should be changed.
- CBA's use multiple representations such as graphs, diagrams, tables, charts, etc.
- They also include higher order thinking and multi-step processing.
- Staff will also utilize common formative assessments (campus-based) to track student growth and progress.
- Every week, teachers hold a PLC meeting to discuss the data as a group, and develop a plan for intervention based on this data.
- iXL is utilized during HAWK 101 to address HB1416 needs.
- Suite 360 has been implemented to provide behavior framework and intervention for all students.
- PBIS and Restorative Practices.
- Consistent expectations and management.

# Perceptions

## Perceptions Summary

It is our goal at Red Oak Middle School to represent The 4 Talons of the Hawk: Grit, Reach, Legacy Through Service, and Academic Readiness. The culture at ROMS is one that is improving and has begun to set high expectations for all. The staff, parents, and students are committed to growth and success of our campus. Our school is a safe environment where students can freely express themselves, highlighting their individuality and setting a standard for learning. Students are meeting the expectations set by the district and campus leadership.

## Perceptions Strengths

ROMS students, staff, and parents acknowledge the improved culture on campus and are working diligently to maintain the standards. Positive referrals and PBIS are the focus of rewarding student behavior over highlighting misbehaviors. Our campus PTA is active and continually growing and providing opportunities for families and students. Campus volunteers serve on campus to assist with needs. Hawk Dads and Hawk Moms are structured to increased parental involvement and strengthen family and school relationships.

## Staff Leadership Strengths

- Increased teacher leadership opportunities during weekly PLC planning and monthly professional development trainings on campus.
- Campus Leadership Team meet weekly to analyze campus data.
- Staff committees utilized to create and cultivate special opportunities for students.

## Safe and Orderly Schools

- Strengths Full-time, armed Red Oak ISD PD police officer on site during the school day and at after hours events.
- Two security team members are housed at ROMS daily.
- Campus holds monthly safety drills using the RAPTOR technology system.
- Weekly door audits are executed by PD.

## Student Leadership Strengths

- UIL Academic Competitions
- Yearbook Committee
- ROMS Student Council
- National Junior Honor Society

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents of Red Oak Middle School have indicated that leadership does not effectively communicate. **Root Cause:** Disconnect between school and community.

# Priority Problem Statements

**Problem Statement 1:** African American students led ROMS in discipline consequences that resulted in ISS(649 of 1286), OSS(136 of 252), and DAEP placements(49 of 69) during the 2023-2024 school year.

**Root Cause 1:** Lack of Positive School Culture and Restorative Practice Implementation. Cultural awareness and training needs. Ineffective Campus Management Procedures.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 57.1% of ROMS students are At-Risk.

**Root Cause 2:** Performance and attendance data beginning in elementary and identified throughout secondary years. Student and parent misunderstanding or lack of knowledge of the importance of testing and the effects of low performance.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices





# Goals

**Goal 1:** Academics: Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 1:** Develop students who are college, career, and military ready that possess the academic skills for post-secondary success.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every Red Oak Middle School 7th grader will take Career Readiness. Students will complete a career assessment and project based on information gained as a result. Data will drive ROMS 24/25 Career Day planning.</p> <p><b>Evidence that Demonstrates Success:</b> Every Student will pass Career Readiness with a 70%.            Career Assessment completion and results shared with students and parents.            Career Project completion focused on path and awareness.            ROMS Career Day</p> <p><b>Staff Responsible for Monitoring:</b> Counselors            Career Readiness Teachers</p> <p><b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Red Oak Middle School will use Hawk 101 to introduce our 6 - 8 graders to the CTE programs and pathways that are offered at Red Oak High School.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or above on a project that shows they understand the importance of career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction            Counselor over HAWK 101            Hawk 101 Committee            Director of Career and Technical Education            Hawk 101 Teachers.</p> <p><b>TEA Priorities:</b>            Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Every 8th Grader at Red Oak Middle School will participate in the PSAT</p> <p><b>Evidence that Demonstrates Success:</b> That every student participates or is given the opportunity to participate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Testing. Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> After Taking the PSAT, 8th graders will be introduced to the APP Bigfuture School during Hawk 101</p> <p><b>Evidence that Demonstrates Success:</b> 100% of 8th graders will download the APP and show 90% mastery in navigating their pathway.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Assistant Principal of Testing Counselor over Hawk 101 Hawk 101 Committee Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> For STAAR performance results, increase the percentage of students achieving Meets Grade Level to 49% or better in all content areas. 49% Meets would improve ROMS overall rating from C to B.</p> <p><b>Evidence that Demonstrates Success:</b> Increased student success on CBAs, formative assessments, summative assessments, STAAR, TELPAS.</p> <p>Reduction in the number of students in Tier II and Tier III intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All emergent bilinguals will participate in at least two pull out sessions (Reading/Writing and Listening/Speaking) that will provide strategies and best practices for success on TELPAS assessment.</p> <p><b>Evidence that Demonstrates Success:</b> Improved state assessment scores. Increased CCMR in EB sub-group.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Chairperson LPAC Committee</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1: Academics:** Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 2:** Equip students to be well-rounded with interpersonal skills to manage day-to-day challenges.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in weekly community building circles in classes on a rotating basis.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of the teachers in each content will have their classes participate in community building circles once a six weeks. Improved Daily Culture. Student engagement in circles with the ability to communicate the effectiveness of circles.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Staff will be trained in Restorative Practices including, but not limited to: Community Building Circles, Restorative Circles, Check in Circles, Academic Circles and Treatment Agreement.</p> <p><b>Evidence that Demonstrates Success:</b> By using these strategies the fights at Red Oak Middle School will go down by 10% from the 2022 - 2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Restorative Practices Restorative Practices Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Red Middle School Administrators and Counselors will be trained in the use of Restorative Practices with Tier II and Tier III Behavioral Students</p> <p><b>Evidence that Demonstrates Success:</b> All Administration and Counselors being trained</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Restorative Practices Principal.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will utilize the Suite 360 Emotional Learning platform each Wednesday during HAWK 101. Lessons are district designed and assigned to students.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or higher on the quizzes at the end of each lesson. Reduction in the number of referrals that require counseling mediation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor over Hawk 101 Hawk 101 Committee Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in Suite 360 Intervention Lessons while in ISS, Detention and Saturday School.</p> <p><b>Evidence that Demonstrates Success:</b> Students will score 80% or higher on the quizzes that follow each intervention lesson.</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Counselors Assistant Principals ISS Paras</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1: Academics:** Develop critical thinkers that will transcend college and career goals by excelling in the 4 Talons.

**Performance Objective 3:** Engage students in meaningful learning that includes a variety of instructional strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Wide PLCs weekly focused on common assessments, data analysis, professional development (Instructional strategies, formative assessment, data-driven instruction, and differentiation), and RTI. Departments meet once a month during Learning Opportunities to review data and discuss plans for Saturday School plans and for tutoring.</p> <p><b>Evidence that Demonstrates Success:</b> Documented execution of the 4 PLC Questions.            Data analysis that drives daily instruction.            Improvement of instructional strategies.            Strategic Learning Opportunities.            Saturday School sessions focused on targeted student interventions that result in student growth and overall increased ROMS performance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction            Instructional Coaches            Principal            Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ROMS will provide protected time and administrative support for teacher lesson internalization.</p> <p><b>Evidence that Demonstrates Success:</b> Lesson plan integrity/Delivery Fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Coaches Core Content Grade Level Teams Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers with 0-3 years of experience will receive consistent observation and feedback on classroom procedures, routines, and rigor using the Get Better Faster Scope and Sequence.</p> <p><b>Evidence that Demonstrates Success:</b> Consistent observations that produce timely and specific feedback resulting in improved observations.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction AIM Teachers Principal.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Zeros Aren't Allowed Program (ZAP) will be offered every day during lunch and on Monday, Tuesday, Wednesday, and Thursday mornings before school; as well as, Monday, Tuesday, and Thursday afterschool for students who understand the concepts being taught, but are not doing the work.</p> <p><b>Evidence that Demonstrates Success:</b> Failure rates will be below 10% each six weeks for 95% of our teachers</p> <p><b>Staff Responsible for Monitoring:</b> Counselor over ZAP Assistant Principal over Instruction Principal Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop and implement high leverage teaching practices. Observation feedback data will be shared with teachers weekly in addition to related action steps.</p> <p><b>Evidence that Demonstrates Success:</b> Observation data reflective of high leverage teaching practices implementation. Increased student engagement and performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Instructional Coaches will provide professional development at one learning opportunity each month/bimonthly for Tier 3 teachers in 1 or 2 areas of instructional delivery that are research-based instructional practices within the content area that they support.</p> <p><b>Evidence that Demonstrates Success:</b> Improvement in Tier 3 teacher performance. Reduced number of Tier 3 teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Instructional Coaches Teachers Principal Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June

**Goal 2:** Human Resources: Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 1:** Attract, engage, and retain top talent through competitive compensation packages.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers opportunities to earn extra money via working Detention, Saturday School, Thursday Night Lights, Mentors and Teachers of record.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal in charge of Duties Principal Teachers</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a campus based mentor system that works with the district mentor program for teachers with 0-3 years of teaching experience in both the profession and at ROMS.</p> <p><b>Evidence that Demonstrates Success:</b> Classroom success for new teachers. Increased retention rates for 0-3 year teachers. Mentor Logs</p> <p><b>Staff Responsible for Monitoring:</b> Mentor AP Librarian</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for teacher leaders to present best practices and research-based strategies they are using successfully in their classrooms with the entire staff. Teacher leaders will attend specialized staff development sessions to share best practices with campus.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher leader participation in sessions and effective delivery of learned strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 2:** Foster a supportive and inclusive work environment through differentiated strategies that promotes employee retention.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers who have been at Red Oak Middle School two years or less will be assigned a mentor and will meet with that mentor at least once a month.</p> <p><b>Evidence that Demonstrates Success:</b> 100% Monthly meeting between mentor and mentee</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal of Instruction Instructional Media Specialist. Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Sustained and ongoing professional development will be aligned to campus needs identified in the Comprehensive Needs including ROMS PD, summer staff development and Region 10 trainings.</p> <p><b>Evidence that Demonstrates Success:</b> Classroom implementation Professional Development Reports</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Team Leads Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> As part of our schoolwide PBIS program, teacher' will be given Caught Being Good Cards, which will make them eligible for prizes each week and six weeks.</p> <p><b>Evidence that Demonstrates Success:</b> 100% of staff will be given at least one card once a six weeks. Increased morale and school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over PBIS PBIS Committee Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ROMS teachers will receive staff development catered to their individual needs as assessed by the admin team through the use of tiering, observation data, and discipline data.</p> <p><b>Evidence that Demonstrates Success:</b> Teacher growth in instructional practices and discipline management.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Instructional Coaches Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will participate in coaching cycles to provide professional development that improves their instructional practices.</p> <p><b>Evidence that Demonstrates Success:</b> For first year implementation 25% of teachers will complete a coaching cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principals Teachers Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2: Human Resources:** Intentional progress to hire and retain high-quality staff to ensure best learning.

**Performance Objective 3:** Develop innovative and targeted recruitment practices that meet the diverse District needs of all employees.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend Job Fairs and College Recruiting Days <b>Evidence that Demonstrates Success:</b> ROMS staff will attend at least 2 Job Fairs and or College Recruiting Days. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use social media to recruit and identify future employees <b>Evidence that Demonstrates Success:</b> Social Media Posts <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with Alternative Certification programs to identify qualified candidate for openings. <b>Evidence that Demonstrates Success:</b> Meetings and communication with Alternative Certification Programs <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 3:** Finance: Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 1:** Ensure fiscal accountability and responsibility of resources to support the District's mission.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All instructional resources will be purchased by February 15, 2025 to ensure that instructional resources are used in timely manner.</p> <p><b>Evidence that Demonstrates Success:</b> All instructional materials are being used by March 1, 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Instructional Coaches Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3: Finance:** Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 2:** Ensure fiscal integrity by creating and maintaining a sufficient operating budget for the everyday operations of the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal runs weekly reports to monitor appropriate use of school funds.</p> <p><b>Evidence that Demonstrates Success:</b> Weekly meetings with School Secretary to monitor budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3: Finance:** Maintain fiscal stewardship and accountability to ensure financial stability and transparency.

**Performance Objective 3:** Educate stakeholders about the public education financial system and the funding of Red Oak ISD through regular and transparent communication.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During Family nights educate parents about how funds are used at Red Oak Middle School to ensure their students success.</p> <p><b>Evidence that Demonstrates Success:</b> Discuss how funds are used at at least one family event in the fall and one family event in the spring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student attendance to attain targeted 97% campus attendance rate. Monitor student attendance to attain targeted 97% campus attendance rate and provide engaging academic experiences to incentivize perfect attendance and excellent attendance (1 absence/tardy per grading period).</p> <p><b>Evidence that Demonstrates Success:</b> Incentives Attendance Awards Classroom celebrations</p> <p><b>Staff Responsible for Monitoring:</b> Attendance AP Attendance Committee Attendance Clerk</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.





**Performance Objective 1:** Provide facilities to accommodate current and future growth across the District.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Selected Red Oak Middle School Teachers will participate in the planning of the new Red Oak Middle School opening in the fall of 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Cabinet Teachers on the Middle School Planning Committee</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review and analyze student programs and facility needs</p> <p><b>Evidence that Demonstrates Success:</b> : Full utilization of available facilities</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 4:** Growth, Facilities, Security: Prioritize and allocate resources to ensure safety and security and appropriate facilities.

**Performance Objective 2:** Ensure District facilities meet or exceed safety and security standards for physical requirements, technology systems, and implementation of procedures and protocols.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All members of the Red Oak Middle School Learning Community will be trained in all safety drills and procedures including but not limited to: Keeping classroom doors shut and locked at all times, not opening outside doors for anyone without adult supervisor or approval., Evacuation, lockdowns, Shelter, and Holds.</p> <p><b>Evidence that Demonstrates Success:</b> 100% on weekly door audits. Participation in required security drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security Team Assistant Principal over Safety Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor campus for needed safety improvements and communicate needs to District Facilities Director.</p> <p><b>Evidence that Demonstrates Success:</b> Need areas addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team Custodial Staff Security Team Teachers Students</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.





**Performance Objective 1:** Prioritize and enhance parent and teacher communications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will send weekly progress reports every Monday.  <b>Evidence that Demonstrates Success:</b> 100% of Staff send Weekly Progress Reports on Monday.  <b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>TEA Priorities:</b>            Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each Six Weeks teachers will call all the students in a particular class period with a positive phone call. First Six Weeks = 1st period. Second Six Weeks = 2nd period. Third Six Weeks = 3rd period. Fourth Six Weeks = 4th period, Fifth Six Weeks = 5th period, Sixth Six Weeks = 6th period. Conference period = 7th period.  <b>Evidence that Demonstrates Success:</b> 85% of staff will make their six weeks phone calls.  <b>Staff Responsible for Monitoring:</b> T-TESS Appraisers</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Principal will send out Hawk Happenings Weekly Newsletters on Sundays informing parents of what is going on as well as reminders of expectations.  <b>Evidence that Demonstrates Success:</b> Informative parents. Increased partnerships between parents and ROMS.  <b>Staff Responsible for Monitoring:</b> Principal Media Director</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Communications: Ensure District is connected to the community in partnerships to further student success while communicating transparently and effectively.

**Performance Objective 2:** Provide opportunities to foster positive relationships between students, parents, schools and staff, and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Hawk Dads promoting positive relationships inside ROMS. Dad's will be given the opportunity to come and volunteer before school, during lunch and during dismissal.</p> <p><b>Evidence that Demonstrates Success:</b> 250 or more Dads will come each time it is offered. 75 Dads volunteer this year. Positive partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over Hawk Dads Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ROMS 101 Nights will be held the second week of school. ROMS 101 Nights are designed to give parents the opportunity to hear from Campus Administrators about the expectations for the year, walk their child's schedule and spend 8 minutes learning about each classroom teachers expectations for the year.</p> <p><b>Evidence that Demonstrates Success:</b> Parent Sign - In sheets Parent partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal over ROMS 101 Principal Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement cultural school wide community celebrations: including but not limited to Hispanic Heritage Celebration and Black History Month Celebration. These celebrations will include contributions from all of our Fine Arts classes as well as other members of our Learning Community.</p> <p><b>Evidence that Demonstrates Success:</b> Community participation.</p> <p><b>Staff Responsible for Monitoring:</b> Celebration Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Promote District opportunities for parental involvement, including but not limited to: Parent University, Coffee Talk with the Superintendent, College Fairs, and CTE Nights at ROHS.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Principal School Secretary</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				